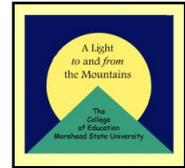




## College of Education

Department of Foundational and Graduate Studies in Education



### EDIL 671: Leading Teaching and Learning Spring 2012

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Office Hours: By appointment

**Course Description:** A study of how school leaders create, facilitate and support an effective learning environment, including the mentoring and utilization of instructional staff and other partners. Specific study of current research in developing effective classrooms, integrating instructional technology, and a survey of state of the art professional development resources and curriculum/instructional tools will be woven throughout this course.

**Required Field Experience Hours:** 20

#### ***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

#### **Conceptual Framework Outcomes (CFOs)**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. Explore various avenues that effectively integrate instructional technology into the classroom setting.
2. Explore research on effective curriculum and classroom instruction.
3. Network instructional “best practices” from local schools and districts via the Internet and site visits.
4. Examine strategies that model the development of human capital and positive relationships in the school environment, including effective individual growth plan models.
5. Demonstrate an understanding of the variety of areas of instructional responsibility in the school leadership setting, and how they connect to and support an effective positive learning culture and student achievement.
6. Develop an awareness and appreciation of the importance of ethical leadership in leading a learning organization.
7. Develop an awareness and appreciation of skills needed to effectively equip individuals and teams within the organization to be master teachers in the classroom setting.
8. Demonstrate an understanding of how to transform a school in meeting the diverse needs of the school community, including individual student achievement gaps and also those with advanced learning needs.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Foundational and Graduate Studies in Education: Developing and Sustaining a Positive School Culture</b>							
	<b>Standards</b>			<b>Kentucky</b>		<b>KERA/KDE Initiatives</b>	<b>EPSB Themes</b>
	ISLLC <sup>1</sup>	NCATE <sup>2</sup>	TSSA <sup>3</sup>	Dispositions	Dimensions & Functions	Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
<b>A1</b> Week 1  Personal biographical info  Begin with the End in Mind Activity  (15)  <b>CFO: 1; SLO: 1, 2, 7, 8</b>	2	1c, 1f, 1g, 3c		2	1.2	Learner Goals, P/S, CC	Diversity

<p>A2 Week 2</p> <p>Five Minds for the Future--Gardner (10)</p> <p>Master teacher interview (10)</p> <p><b>CFO:</b> 1, 3, 5; <b>SLO:</b> 2-3, 6-8</p>	1, 2, 5-6	1e, 1g, 3b, 3c		1; 7	1.1; 1.2		Diversity
<p>A3 Week 3</p> <p>Five Minds for the Future (10)</p> <p>The technology-rich classroom--assessing your school's use of instructional technology (10)</p> <p><b>CFO:</b> 1, 3, 5; <b>SLO:</b> 1, 2, 5, 6-8</p>	1-3, 5-6	1e, 1g, 3c	1-6	1; 3; 7	1.1; 1.2; 2.1		Technology literacy education
<p>A-4 Week 4</p> <p>Five Minds for the Future (10)</p> <p>Model lessons (10)</p> <p><b>CFO:</b> 1, 3, 5; <b>SLO:</b> 1, 3, 8</p>	1-3, 5-6	1e, 1f, 3c		1; 7	1.1; 1.2	Learner goals, P/S, CC	Diversity
<p>A-5 Week 5</p> <p>IGP's (10)</p> <p>Project 1: My School's Instructional Plan: Five Year Vision (25)</p> <p><b>CFO:</b> 1; <b>SLO:</b> 4-5, 7-8</p>	1-6	1e, 1f, 1g, 3c; 4a	1-3	1; 2	1.1; 1.2; 3.4	Learner goals, P/S, CC, SISI; Special Ed law	All
<p>A-6 Week 6</p> <p>What Works in Schools (15)</p> <p>Readings From Wong (10)</p> <p><b>CFO:</b> 1, 3-5; <b>SLO:</b> 6-8</p>	1-6	1g; 3a, 3b		4			Diversity

<p>A-7 Week 7 Classroom management—Harry Wong (10) The role of the principal in day to day instructional leadership (10)</p> <p>Readings From Wong (10)</p> <p><b>CFO:</b> 1, 3; <b>SLO:</b> 2, 4-8</p>	1-6	1e, 1f, 1g, 3c	1-6	3; 4; 5; 8	5.1; 5.2; 5.3	SISI, SBDM, KTIP, Special Ed law/ARCs	All
<p>A-8 Week 8 Toxic school cultures—Anthony Muhammad’s work (10)</p> <p>Dispositions and teacher/student relationships (10)</p> <p>Readings From Wong (10)</p> <p><b>CFO:</b> 3-4; <b>SLO:</b> 2, 4-8</p>	1-6	1e, 1g, 3c		2; 5; 7; 8	3.3; 3.4; 4.1; 4.2; 4.3		Diversity
<p>A-9 Week 9 Principal to Principal-- mentoring resource (10)</p> <p>Master schedule/use of ‘time’ in school (10)</p> <p><b>CFO:</b> 1, 3-4; <b>SLO:</b> 2, 4-8</p>	1-6	1e, 1f, 1g, 3c		All	4.1; 4.2; 4.3; 5.1; 5.2; 5.3		Diversity
<p>A-10 Week 10 Principal to Principal (10)</p> <p>Interviewing college students (10)</p>	1-6	1e, 1f, 1g, 3b, 3c,		All	4.1; 4.2; 4.3; 5.1; 5.2;		Diversity
<p>A-11 Week 11 Video tour of a “top 10” school</p> <p>Rick Stiggins’ work—assessment (15)</p> <p><b>CFO:</b> 1-2, 4-5; <b>SLO:</b> 3, 5, 7-8</p>	1-4	3b		2	4.1; 2.1; 2.2		Diversity

<p>A-12 Week 12</p> <p>Paradigm shifts –Willard Daggett’s work (10) ‘Instructional rounds’ (10)</p> <p>Readings From Wong (10) <b>CFO:</b> 1-2, 5; <b>SLO:</b> 1-3, 5, 7-8</p>	1-2	1e, 1f, <u>3a,</u>		1; 7	<u>1.1;</u> <u>1.2</u>	SISI	Diversity; Technology literacy education
<p>A-13 Week 13</p> <p>Leadership and Self-Deception (10) From the new teacher’s perspective (10)</p> <p>Readings From Wong (10) <b>CFO:</b> 1, 3, 5; <b>SLO:</b> 3-4, 6-8</p>	1-6	1g, 3b, 3c		3; 5	3.3; 3.4		
<p>A-14 Week 14</p> <p>Leadership and Self-Deception (10) Core values (10)</p> <p>Readings From Wong (20) <b>CFO:</b> 1, 3; <b>SLO:</b> 4, 6-8</p>	1-6	1g, 3c		3; 5	3.3; 3.4; 5.1; 5.3		
<p>A-15 Week 15</p> <p>The ‘arts’ impact on learning (10) Project 2: Design your classroom of the ‘school of the future’ (25)</p> <p><b>CFO:</b> 1; <b>SLO:</b> 1,2,8</p>	1-3, 5	3b, 3c, 4a	1- 6	1; 2	1.1; 1.2	Learner goals, P/S, CC, SISI, Special Ed law/ARCs	All
<p>A-16 Week 16</p> <p>Final Project (Critical Performance (55)) <b>CFO:</b> 1-4; <b>SLO:</b> 1-8</p>	1-6	1g, 3b, 3c, 4a	1- 6	2	1.2; 2.1; 4.2; 5.2	SISI	All

<sup>1</sup>Interstate School Leaders Licensure Consortium Standards

<sup>2</sup>NCATE Unit Standards

<sup>3</sup>Technology Standards for School Administrators

**Assignment/Assessment Descriptions:**

<b>Foundational and Graduate Studies in Education: Developing and Sustaining a Positive School Culture</b>	
<b>Assessment (point value)</b>	<b>Description (Candidates are to check ‘discussion board’ on Blackboard for more detailed information regarding all assignments/assessments)</b>
<p>A1</p> <p>Week 1 Due Jan. 21 Personal biographical info</p> <p>Examining the real world of Schooling and Leadership</p> <p>(15)</p>	<p>1. Post on Blackboard your personal biographical info, and read about your colleagues in this class as well by viewing their ‘bios’. (After week one, you will be assigned small groups for your Bb work).</p> <p>2. “Once a teacher always a teacher’ though on loan at times to the principal’s or superintendent’s office, or to the athletic or academic arena (as a coach), or even to the department (as dept. head), and since “teachers are always leaders” (in the classroom and in all such capacities as mentioned above), you will take a look at educational leadership from the perspective of where you are, to where you might want to be or will be in the future. Details for this component of the assignment—which involves a look at what the Kentucky State Board of Education was looking for in a Commissioner in 2007—can be found on General Discussion Board.</p>
<p>A2</p> <p>Week 2 Due Jan. 28</p> <p>Five Minds for the Future- -Gardner (10)</p> <p>Master teacher interview (10)</p> <p><b>(F) Field Experience— 1 hour</b></p>	<p>1. Read chapters 1 and 2 from the Gardner book, and submit a reflection on Group Discussion Board. <b>What is a REFLECTION/SUMMARY? For this course when you are asked to do a reflection or summary, it means that you read the assigned material, briefly summarize it, and then tell how it has affected or influenced your thoughts or actions.</b> Assigned reading summaries/reflections should be a minimum of 500 words.</p> <p>2. Interview a current master teacher (focus your discussion on teaching/learning strategies and interventions that work best in the classroom). As always, share your findings on Group Discussion Board. (Minimum 250 Words)</p>

<p>A3</p> <p>Week 3 Due Feb. 4</p> <p>Five Minds for the Future (10)</p> <p>The technology-rich classroom--assessing your school's use of instructional technology (10)</p>	<p>1. Read Gardner's chapters 3 and 4, and submit a summary/reflection on Group Discussion Board. (500 minimum words)</p> <p>2. See TSSA (Technology Standards for School Administrators) included on the General Discussion Board link. Read carefully, even study, the attachment titled:</p> <p><b>Characteristics of Highly Effective Teaching and Learning; Common Characteristics of HQTL with Technology</b></p> <p>On Group Discussion Board provide your perception of the role technology is playing in the effective delivery of your school's daily curriculum and in the overall advancement of learning in your school? (500 minimum words) <b>Respond to the work of two other candidates.</b></p>
<p>A-4</p> <p>Week 4</p> <p>Due Feb. 11 Five Minds for the Future (10)</p> <p>Model lessons (10)</p> <p><b>(F) Field—2 hours</b></p>	<p>1. Finish the Gardner book (Chapters 5-7), and submit a reflection/summary on Group Discussion Board. (500 words minimum)</p> <p>2. Visit a model school outside your district, observe three model classrooms in that school, and reflect your findings on Group Discussion Board. (Definition of model school for this assignment—high student achievement, comprehensive menu of student services, strong, positive reputation in the region and state). Illustrate the learning culture in the three classrooms, emphasizing the richness of diversity, and how special needs are met. Identify the three teachers you observe by talking to the principal, asking for specific rooms with high student achievement and positive culture environments. *One of the three should be a special education teacher. (500 minimum words). <b>Respond to the work of two other candidates.</b></p> <p>*See Ky. SISI document—Standards 1, 2, and 3 (Kentucky's Standards and Indicators for School Improvement), and include in your reflections what the teacher of the 21<sup>st</sup> Century needs to grasp in terms of instructional skills and other attributes of an effective, gifted teacher. A summary of the SISI Document and the KDE website for the entire document are found on General Discussion Board.</p>

<p>A-5</p> <p>Week 5 Due Feb. 18</p> <p>IGP's (10)</p> <p>Project 1: My School's Instructional Plan: Five Year Vision (25)</p>	<ol style="list-style-type: none"> <li>1. View the Blanchard '2 + 2' growth plan model and provide a reflection on Group Discussion Board (125 words minimum). Then, review your individual growth plan (IGP). Is it an ongoing working document? How often do you sit down with your supervisor and go over it? Submit your response on Group DB. (125 minimum words)</li> <li>2. Create a PowerPoint presentation that presents a five year instructional plan for your school. Include your vision for student achievement and student menu of services, and how you recommend your school gets there. *This is part (Project 1) of your Critical Performance for this course. (25 slides minimum, speaker's notes not necessary). Presently you are to submit this on Group DB; later you will submit it on Folio 180. Respond to the work of two other candidates.</li> </ol>
<p>A-6</p> <p>Week 6 Due Feb. 25</p> <p>What works in schools. (15)</p> <p>Wong (10)</p>	<ol style="list-style-type: none"> <li>1. Read carefully and then study the attachment on General Discussion Board that relates to Robert Marzano's book, <i>What Works in Schools</i>. Then provide a reflection on Group Discussion Board. (500 words minimum)</li> <li>2. Read pages 3-34 of the Wong book. No reflection is required at this time but please highlight information that stands out, impresses you; or ideas, concepts, or practices that you have used or could see yourself using in the future. Read for understanding, with intention; not just to get through the assignment. To get 10 points for this reading assignment, via email notify the instructor when you have finished the reading.</li> </ol>
<p>A-7</p> <p>Week 7 Due Mar. 3</p> <p>Classroom management—Harry Wong (10) The role of the principal in day to day instructional leadership (10) <b>(F)</b> <b>Field—2 hours</b></p> <p>Wong (10)</p>	<ol style="list-style-type: none"> <li>1. Shadow a principal for a continuous two hour block, scripting notes regarding how he or she interacts with people in providing instructional leadership support. Summarize your findings/experience on Group Discussion Board. (minimum 500 words).</li> <li>2. Read pages 35-77 of the Wong book. No reflection is required at this time but please highlight information that stands out, impresses you; or ideas, concepts, or practices that you have used or could see yourself using in the future. Read for understanding, with intention; not just to get through the assignment. To get 10 points for this reading assignment, via email notify the instructor when you have finished the reading.</li> </ol>

<p>A-8</p> <p>Week 8 Due Mar. 10</p> <p>Toxic school cultures— Anthony Muhammad’s work (10)</p> <p>Dispositions and teacher/student relationships (10)</p> <p>Wong (10)</p>	<ol style="list-style-type: none"> <li>1. View Muhammad’s Pp on General DB and provide a reflection on Group DB. (250 minimum words)</li> <li>2. On General DB study the Pp on ‘dispositions’ and provide a reflection on Group DB. (250 minimum words)</li> <li>3. Read pages 78-146 of the Wong book. No reflection is required at this time but please highlight information that stands out, impresses you; or ideas, concepts, or practices that you have used or could see yourself using in the future. Read for understanding, with intention; not just to get through the assignment. <b>To get 10 points for this reading assignment, via email notify the instructor when you have finished the reading.</b></li> </ol>
<p>A-9</p> <p>Week 9 Due Mar. 17</p> <p>Principal to Principal-- mentoring resource (10)</p> <p>Master schedule/use of ‘time’ in school (10)</p>	<ol style="list-style-type: none"> <li>1. Read the first half (pages 1-56) of <i>Principal to Principal: Conversations in Servant Leadership and School Transformation</i>, and provide a reflection on Group Discussion Board. (250 minimum words)</li> <li>2. Spend some time looking over your school’s master schedule, then read the attachment on ‘use of time in school’: What gaps need to be addressed? Submit a reflection on Group DB. (250 minimum words)</li> </ol>
<p>Week 10 March 19-23 Spring Break</p>	<p><b>Spring Break! No assignment! Enjoy! Be safe!</b></p>
<p>A-10</p> <p>Week 11 Due Mar. 31</p> <p>Principal to Principal (10) Interviewing college students (10) <b>(F) Field— 1 hour</b></p>	<ol style="list-style-type: none"> <li>1. Finish Principal to Principal (pages 57-110) and provide a reflection on Group DB. (250 minimum words).</li> <li>2. Interview at least three college students, asking them to give you feedback on their high school preparation for post-secondary. (250 minimum words)</li> </ol>

<p>A-11</p> <p>Week 12 Due Mar. Apr. 7</p> <p>Pictorial tour of a “top 10” school (15) <b>(F) Field—2 hours</b></p> <p>Rick Stiggins’ work on assessment (15)</p>	<p><b>1. Develop a pictorial tour of a “top 10” school (as designated by the state department), including short, snapshot interviews with various stakeholders. Share your final product on Group DB. As an alternate option, complete a pictorial tour of a school in a bordering state (does not have to be a “top ten” school). (minimum 10 pictures and 500 words)</b></p> <p><b>2. <i>Classroom Assessment for Student Learning</i> written by Rick Stiggins, Judith Arter, Jan Chappuis and Steve Chappuis is a book of some 460 pages. Either go to the library or online, learn about this work, and then on Group DB explain the difference between Assessment <u>OF</u> Learning and Assessment <u>FOR</u> Learning. (250 minimum words)</b></p>
<p>A-12</p> <p>Week 13 Due Apr. 14</p> <p>Paradigm shifts –Willard Daggett’s work (10) ‘Instructional rounds’ (10) <b>(F) Field—2 hours</b></p> <p>Wong (10)</p>	<p><b>1. Read the article on Willard Daggett’s work (attached on General DB), and provide a reflection on Group DB. (250 minimum words)</b></p> <p><b>2. Accompany a leadership team, or principal on an ‘instructional round’ or ‘walk through’ exercise, and present your observations on Group DB. (250 minimum words)</b> <b>Respond to the work of two other candidates.</b></p> <p><b>3. Read pages 147-220 of the Wong book. No reflection is required at this time but please highlight information that stands out, impresses you; or ideas, concepts, or practices that you have used or could see yourself using in the future. Read for understanding, with intention; not just to get through the assignment. To get 10 points for this reading assignment, via email notify the instructor when you have finished the reading.</b></p>

<p>A-13</p> <p>Week 14 Due Apr. 21</p> <p>Leadership and Self-Deception (10)</p> <p>From the new teacher's perspective <b>(F) Field—1 hour</b> (10)</p> <p>Wong (10)</p>	<ol style="list-style-type: none"> <li>1. Read parts I &amp; II of Leadership and Self Deception from the Arbinger Institute. Submit a reflection on Group DB (250 words minimum).</li> <li>2. Interview a first year teacher, and probe as to what has been the most disappointing 'reality check' thus far. Focus on the diverse needs of students. Submit a reflection on Group DB. (125 words minimum). <b>Respond to the work of two other Candidates.</b></li> <li>3. Read pages 221-296 of the Wong book. No reflection is required at this time but please highlight information that stands out, impresses you; or ideas, concepts, or practices that you have used or could see yourself using in the future. Read for understanding, with intention; not just to get through the assignment. <b>To get 10 points for this reading assignment, via email notify the instructor when you have finished the reading.</b></li> </ol>
<p>A-14</p> <p>Week 15 Due Apr. 28</p> <p>Leadership and Self-Deception (10)</p> <p>Leadership Model (10)</p> <p>Wong (20)</p>	<ol style="list-style-type: none"> <li>1. Finish the LEADERSHIP AND Self Deception book and submit a reflection on Group DB. (250 words minimum).</li> <li>2. View the Blanchard Ppt on Leadership (attached on General DB) and submit a reflection on Group DB. (250 words).</li> <li>3. Finish the Wong book (Pages 297-337). Submit on Group Discussion Board your perception of the book in terms of its relevance and usefulness to you. (500 words minimum)</li> </ol>
<p>A-15</p> <p>Week 16 Due May 5</p> <p>The 'arts' impact on learning (10)</p> <p>Project 2: Design your classroom of the 'school of the future' (25)</p> <p><b>(F) Field—2 hours</b></p>	<ol style="list-style-type: none"> <li>1. Read the article on 'Arts Education,' (see General DB) and provide a reflection on Group DB (250 words minimum)</li> <li>2. Design a non-traditional classroom (three domains— culture/ambiance, academics, physical plant/technology). Your model classroom can be in any format, including Powerpoint, video, architectural graphic (blue prints, etc.), narrative, or other. Include your curriculum priorities, special needs strategies, and intervention plan. Submit on Group Discussion Board. <b>*This is part (Project 2) of your Critical Performance for this course. (25 slides minimum, speaker's notes not necessary). Presently you are to submit this on Group DB; later you will submit it on Folio 180.</b></li> </ol>

<p>A-16</p> <p>Week 17 Due May 10</p> <p><b>Critical Performance:</b> Final Project: project presentation (55)</p> <p><b>(F) Field—2 hours</b></p>	<p><b>Critical Performance:</b> Integrating Projects 1 and 2, (Assignments 5 &amp; 15) plus any other additional data/strategies you deem appropriate, develop a comprehensive plan that would strengthen your school’s instructional menu (curriculum) and delivery of instruction. Include what role you will need to play as principal in providing professional development and support to your staff and other stakeholders. Include what culture shifts need to take place for your plan to become reality. Also include what core values will need to be “non-negotiable” if the school is to shift from status quo to a transformative learning center that meets the holistic needs of all students. What needs to go, what needs to stay, what needs to be added? PowerPoint or Word document. <b>On or before May 1, on the Assignments Page you will be given a scoring rubric and directions on how to submit this assignment on Folio 180.</b> See pages 20-21 of this syllabus.</p>
<p>Assignments posted according to deadlines throughout the semester</p>	<p>Weekly assignments will be reviewed by the instructor, with scores and feedback given as appropriate. Comments relating to the quality of your work will be made in confidence (click on your score in Grade Center), particularly if you lose points. On perfect scores you may receive no, or limited comments. Late work does affect the weekly grade, and your overall tendencies in the area of promptness may be factored into the final grade for the semester. Last minute work affects the quality of your group’s dynamics and flow of the course.</p>

**Grading Scale:**

405 – 450 = A

360 - 404 = B

315 – 359 = C Below 315 = No Credit

**Texts and Related Materials:**

Gardner, Howard. (2006). *Five Minds for the Future*. Boston: Harvard Business School Press.

The Arbinger Institute. (2000). *Leadership and Self-Deception*. San Francisco: Berrett-Koehler.

Wallace, Rocky. (2008). *Principal to Principal: Conversations in Servant Leadership and School Transformation*. Lanham, Maryland: Rowman & Littlefield Education.

Wong, Harry K. and Rosemary T., *The First Days of School*.

***All students in this course are required to purchase a Folio 180 account.***

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe) <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.

4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

### **Method of Evaluation:**

The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. The grade of "A" indicates that all requirements are exceeded with superior quality work. All assignments must be completed and submitted by the final day of the course term. *Note: Students must complete and submit all assignments in order to earn an "A" regardless of the number of points earned on assignments submitted.*

### **Method of Instruction:**

This course is designed to be reflective, with students taking responsibility for completing assignments in a timely manner and using the assignments for application of responsibilities facing today's administrators. A significant portion of the interaction between students and the instructor will be completed electronically.

### **Submitting Assignments:**

When submitting assignments please note the following:

Assignments should be submitted on Blackboard no later than **NOON** on the day they're due.

**Attendance:** This course will be conducted online. It is **STRONGLY** encouraged that students adhere to the timeline when submitting assignments. This has a two-fold purpose. First of all, assignments cannot receive the maximum points possible unless they are submitted by the due date, unless there are unusual and unforeseen circumstances discussed with the instructor. Secondly, submitting assignments on time is a reflection of the student's ability to adhere to deadlines (an important characteristic for leaders) and it prevents the student from being overwhelmed, trying to complete too many assignments at the last minute.

**Makeup Work Policy:** Work must be completed on time to receive consideration for the maximum number of points available. If assignments are not completed by the due dates, students are still encouraged to submit completed work for partial credit. Please notify the instructor in advance if for some reason work cannot be submitted by the time and date it is due. Arrangements will be made for extenuating circumstances.

### **Portfolio Statement:**

Check with your advisor to determine if an Exit Portfolio is required for your program. The artifacts in the portfolio are a reflection of YOU as an educational leader. As you work your way

through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the portfolio submitted after Level 1 courses are completed is updated at the time Level 2 coursework is completed and should show a growing knowledge and maturity in your skills as an educational leader.

### **Academic Honesty:**

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

**It is the student's responsibility to understand what constitutes plagiarism.** There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

[http://turnitin.com/research\\_site/e\\_what\\_is\\_plagiarism.html](http://turnitin.com/research_site/e_what_is_plagiarism.html)

<http://www.dartmouth.edu/~sources/about/what.html>

**Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.**

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

### **Americans with Disabilities Act (ADA):**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement:**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**Library Resources:** In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at <http://www.morehead-st.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on "Patron" and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

### **ISLLC STANDARDS**

**Standard One:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Standard Two:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Standard Three:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard Four:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**

- A. Collect and analyze data and information pertinent to the educational environment

- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

**Standard Five:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions:**

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard Six:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

## **TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS**

1. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
4. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.
5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.

6. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

## **STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT (SISI)**

### **I. ACADEMIC PERFORMANCE**

1. **Curriculum** – The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
2. **Classroom Evaluation/Assessment** – The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
3. **Instruction** – The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **II. LEARNING ENVIRONMENT**

4. **School Culture** – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
5. **Student, Family, and Community Support** – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
6. **Professional Growth, Development and Evaluation** – The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

### **III. EFFICIENCY**

7. **Leadership** – School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
8. **Organizational Structure and Resources** – The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.
9. **Comprehensive and Effective Planning** – The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

### **Definitions of EPSB Themes:**

**Diversity** - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Assessment** – Strategies used to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Literacy** includes reading, writing, and the creative and analytical acts involved in producing and comprehending text. (Taken from Read to Succeed: Kentucky’s Literacy Plan developed by the Kentucky Literacy Partnership, June 2002)

**Closing the Achievement Gap** – refers to preparing candidates with instructional strategies that can be used in P-12 school settings to close the achievement. An achievement gap exists when any group of students is not performing at the level of state’s standards and expectations.

### **Technology**

### **School Safety Education**

### **KERA Initiatives:**

- Learner Goals and Academic Expectations
- Program of Studies
- Core Content
- Standards and Indicators for School Improvement (SISI)
- MUNIS
- KTIP
- SBDM
- Special Education Laws and Admission and Release Committees (ARCs)

**Please scroll down to find Critical Performance Information followed by the CP Scoring Rubric.**

## Critical Performance for EDIL 671, Leading Teaching and Learning

### Assignment 5:

Create a PowerPoint presentation that presents a five year instructional plan for your school. Include your vision for student achievement and student menu of services, and how you recommend your school gets there. \*This is part (Project 1) of your Critical Performance for this course. (25 slides minimum, speaker's notes not necessary). Presently you are to submit this on Group DB; later you will submit it on Folio 180. Respond to the work of two other candidates.

### Assignment 15:

Design a non-traditional classroom (three domains—culture/ambiance, academics, physical plant/technology). Your model classroom can be in any format, including Powerpoint, video, architectural graphic (blue prints, etc.), narrative, or other. Include your curriculum priorities, special needs strategies, and intervention plan. Submit on Group Discussion Board. \*This is part (Project 2) of your Critical Performance for this course. (25 slides minimum, speaker's notes not necessary). Presently you are to submit this on Group DB; later you will submit it on Folio 180.

### Assignment 16:

**Critical Performance:** Integrating Projects 1 and 2, (Assignments 5 & 15) plus any other additional data/strategies you deem appropriate, develop a comprehensive plan that would strengthen your school's instructional menu (curriculum) and delivery of instruction. Include what role you will need to play as principal in providing professional development and support to your staff and other stakeholders. Include what culture shifts need to take place for your plan to become reality. Also include what core values will need to be "non-negotiable" if the school is to shift from status quo to a transformative learning center that meets the holistic needs of all students. What needs to go, what needs to stay, what needs to be added? PowerPoint or Word document? On or before May 1, on the Assignments Page you will be given a scoring rubric and directions on how to submit this assignment on Folio 180.

Name of Course: EDIL 671 Leading Teaching and Learning

	Performance Level		
	Exemplary	Acceptable	Unacceptable
<b>Critical Performance</b>	Developed a <b>thorough</b> , organized comprehensive plan to strengthen the curriculum and delivery of instruction.	Developed a <b>complete</b> comprehensive plan. Organization was evident but some gaps exist. Included curriculum and delivery plans.	Developed a comprehensive plan but <b>gaps were obvious</b> in curriculum and delivery. <b>Lacked details and organization.</b>
	Included the role of the principal in providing the needed PD for the implementation of the plan that <b>included timelines and persons responsible.</b>	The role of the principal was included but lacked <b>some</b> time lines, persons responsible and occasionally lost focus on curriculum and delivery PD.	The principal was included in the professional development at the <b>surface level of involvement.</b>
	Identified <b>specific</b> plans for addressing culture shifts needed for the plan to be effective. Included PD on change.	Included <b>some</b> plans for addressing school culture.	School culture was <b>minimally</b> addressed.
	Identified a <b>thorough</b> set of core values or “non negotiables” for transformational learning. (Example of a Core Value: All students will be reading on grade level by grade three).	Identified <b>some</b> “some non-negotiables”.	A <b>limited</b> number of core values or “non-negotiable” were mentioned.
	The Power Point was <b>visually appealing, well organized and addressed ALL of the content of the critical performance.</b>	The power point was appealing, organized and addressed <b>most</b> of the core content of the critical performance.	The power point <b>lacked organization</b> , included a <b>minimal amount</b> of critical performance content and <b>lacked visual appeal.</b>

See memorandum of understanding document below. Please sign and return to instructor by the end of week two of the semester.

**MOREHEAD STATE UNIVERSITY**  
**College of Education**  
**Foundational and Graduate Studies in Education**  
**Leading Teaching and Learning**

INITIAL EACH STATEMENT INDICATING THAT YOU'VE READ THE STATEMENT AND UNDERSTAND IT. **PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM** TO THE ADDRESS SHOWN BELOW.

- \_\_\_\_\_ 1) I have read the entire syllabus.
- \_\_\_\_\_ 2) I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
- \_\_\_\_\_ 3) I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it's correct.
- \_\_\_\_\_ 4) I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
- \_\_\_\_\_ 5) I understand that in order to be recommended for completion of the Masters in School Administration (and corresponding rank change) that I must pass the Kentucky Principals' Test and the School Leaders Licensure Assessment (sometimes called the ISLLC exam).
- 6) Put your initials before either a, b, c below as appropriate:
- \_\_\_\_\_ a) I was admitted to the educational leadership program prior to August 1, 2004 and therefore I am exempt from the exit portfolio requirement.
- \_\_\_\_\_ b) I was admitted to the educational leadership program after August 1, 2004 and I am aware of the exit portfolio requirement.
- \_\_\_\_\_ c) I have not been admitted to an educational leadership program.
- \_\_\_\_\_ 7) I understand MSU's educational leadership program's plagiarism policy, what constitutes plagiarism, and that students caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information.)

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date Signed

**Please submit electronically no later than the end of week two of the semester to:**  
[R.Hughes@moreheadstate.edu](mailto:R.Hughes@moreheadstate.edu)